



# Ohio

## Ohio's Library Guidelines for **Librarians**

APRIL 2020 DRAFT

# Table of Contents

<b>Table of Contents</b> .....	<b>2</b>
<b>Introduction to Ohio’s Library Guidelines for Librarians</b> .....	<b>3</b>
<b>Librarians Guidelines</b> .....	<b>4</b>
STRAND: EQUITY.....	4
STRAND: LITERACIES .....	6
STRAND: PARTNERSHIPS .....	8
STRAND: QUALITY SCHOOLS .....	9
<b>Acknowledgements</b> .....	<b>12</b>

# Introduction to Ohio's Library Guidelines for Librarians

Placeholder for front matter text.

# Librarians Guidelines

## STRAND: EQUITY

Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background or income.

Topic	Guidelines
<b>CURATE DIGITAL RESOURCES AND TOOLS</b>	<ol style="list-style-type: none"> <li>1. Work with the district's information technology department to ensure items curated for the library are accessible to each student.</li> <li>2. Streamline access to online content and evaluate for age appropriateness.</li> <li>3. Lead the selection, integration, organization and sharing of digital resources and tools to support transformational teaching and learning in all content areas.</li> <li>4. Design learning opportunities that require learners to identify, evaluate and illustrate a variety of perspectives.</li> <li>5. Create inclusive library collections that acknowledge and celebrate diverse experiences.</li> <li>6. Provide instructional opportunities to empower learners as effective users of information and creators of ideas.</li> <li>7. Establish and maintain a collection of reading and informational materials in formats that support the diverse developmental, cultural, social and linguistic needs of learners and their communities.</li> </ol>
<b>ENSURE EQUITABLE DIGITAL ACCESS</b>	<ol style="list-style-type: none"> <li>1. Provide and advocate for equitable access to collection tools using digital resources, programming and services in support of the district's mission, vision and strategic plan.</li> <li>2. Enable equitable digital access by providing barrier-free, universally designed environments.</li> <li>3. Provide experiences with and access to resources, information, ideas and technology for all learners in the school community.</li> <li>4. Establish and support a digital learning environment that builds critical thinking and inquiry skills for all learners.</li> <li>5. Advocate and ensure all students, teachers, staff and school leaders have robust and reliable connectivity and access to current and emerging technologies and digital resources.</li> <li>6. Provide digital learning tools and resources to communicate and disseminate information to multiple audiences.</li> <li>7. Encourage students to become increasingly self-directed as they create digital products that engage them in critical thinking, collaboration and authentic, real-world problem solving.</li> </ol>

Topic	Guidelines
<b>INVEST IN, CURATE AND MAINTAIN PHYSICAL RESOURCES AND TOOLS</b>	<ol style="list-style-type: none"> <li>1. Create inclusive library collections that acknowledge and celebrate diverse experiences.</li> <li>2. Provide instructional opportunities to enable learners as effective users of information and creators of ideas.</li> <li>3. Inspire and support reading for both students and teachers through library collection development.</li> <li>4. Devise and implement a plan to address knowledge and reading gaps by providing resources within the collection.</li> <li>5. Use collection analysis, evaluation, research and techniques to ensure a balanced collection that provides a variety of formats and content reflecting our diverse society.</li> <li>6. Establish a collection development plan that identifies policies and procedures for the selection, evaluation, acquisition and maintenance of materials to be included in a high-quality collection.</li> <li>7. Provide access to resources located within and outside the walls of the school building (local, state and regional networks).</li> <li>8. Provide procedures for reconsideration of materials in conjunction with district policy.</li> <li>9. Provide leadership and assistance to faculty in instructional design, collection evaluation, library-based technologies, acquisition and use of curriculum-based school library resources.</li> <li>10. Establish procedures to enable the efficient accomplishment of administrative tasks in the library.</li> </ol>
<b>ADVOCATE FOR STUDENT PRIVACY AND INTELLECTUAL FREEDOM</b>	<ol style="list-style-type: none"> <li>1. Teach and promote online student data privacy through instruction.</li> <li>2. Model the ethical use of information, technology and media.</li> <li>3. Direct learners to use information, technology and media responsibly.</li> <li>4. Teach learners to evaluate information for accuracy, validity, social and cultural context and appropriateness for need.</li> <li>5. Serve as an educational leader in demonstrating the value of protecting students' data.</li> </ol>

## STRAND: LITERACIES

Learners are instructed in identifying, interpreting, creating and communicating meaning across a variety of resources.

Topic	Guidelines
<b>PROMOTE READING ENGAGEMENT (PERSONAL/INTERPERSONAL)</b>	<ol style="list-style-type: none"> <li>1. Encourage learners to read a variety of genres in multiple formats.</li> <li>2. Create inclusive collections that acknowledge and celebrate diverse experiences.</li> <li>3. Provide instructional opportunities to empower learners as effective users of information and creators of ideas.</li> <li>4. Inspire and encourage students and staff to read independently for personal enjoyment.</li> <li>5. Provide appropriate advisory services for readers.</li> <li>6. Assist teachers in choosing high-quality literature to supplement and enrich curricular studies.</li> <li>7. Offer reading enrichment programs through participation in national and state reading celebrations and initiatives or original programs.</li> </ol>
<b>TEACH DIGITAL CITIZENSHIP AND MEDIA LITERACY</b>	<ol style="list-style-type: none"> <li>1. Provide instructional opportunities to empower learners as effective users of information and creators of ideas.</li> <li>2. Advocate, model and teach safe, legal and ethical use of digital information and technology (copyright, intellectual property and appropriate documentation of sources).</li> <li>3. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.</li> <li>4. Develop and model digital citizenship and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.</li> <li>5. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.</li> <li>6. Collaborate and communicate with students, peers, parents and community members using digital tools and resources to support student success and innovation.</li> <li>7. Provide all learners with experiences and access to resources, information, ideas and technology.</li> <li>8. Promote principles of copyright, digital citation tools and strategies to avoid plagiarism when using the work of others.</li> </ol>

Topic	Guidelines
<b>INSTRUCT INFORMATION LITERACY</b>	<ol style="list-style-type: none"><li>1. Teach students how to access, use, apply and evaluate information resources efficiently and ethically based on academic or personal need.</li><li>2. Use and teach a consistent inquiry process while working with other educators to ensure integration into the curriculum.</li><li>3. Provide instructional opportunities to empower learners as effective users of information and creators of ideas.</li><li>4. Foster the assessment of validity and accuracy of information.</li><li>5. Engage learners in ongoing critical analysis and reflection on the quality, usefulness and accuracy of curated choices.</li><li>6. Instruct students on types of information (facts, opinions, primary and secondary sources); formats of information (data, text, sound, visual, media); and uses of information for a purpose.</li><li>7. Instruct students with the analysis of various forms of media to interpret and evaluate media messages to identify points of view and bias.</li></ol>

## STRAND: PARTNERSHIPS

Challenging, preparing and empowering students is a communitywide effort. Partnerships represent the community supports needed to increase the likelihood of student success.

Topic	Guidelines
<b>BUILD INSTRUCTIONAL PARTNERSHIPS</b>	<ol style="list-style-type: none"> <li>1. Consistently engage with the school community to ensure school library resources, services and standards align with the district's mission, vision and strategic plan.</li> <li>2. Participate in district, building and department or grade-level teams to discuss curriculum development and assessment on a regular basis.</li> <li>3. Include members of the school community in the development of library policies and procedures.</li> <li>4. Partner with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation and the active use of technology.</li> <li>5. Collaborate with teachers, administrators, students and others in the school community to develop, implement and assess long-term, strategic plans.</li> <li>6. Align the library program with the information literacy standards and the school's goals, objectives and content standards.</li> <li>7. Lead inquiry-based learning opportunities that enhance the information, media, visual and technical literacies of all members of the school community.</li> </ol>
<b>CULTIVATE COMMUNITY PARTNERSHIPS</b>	<ol style="list-style-type: none"> <li>1. Develop partnerships within the school and local community (families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers.</li> <li>2. Promote and model the importance of information-gathering skills by publicizing available library services and resources to learners, staff and the community.</li> <li>3. Serve on school and districtwide committees and engage in community and professional activities.</li> <li>4. Provide opportunities for learners to interact with others who reflect a diverse range of global perspectives.</li> <li>5. Develop and model global awareness by engaging with colleagues and students of diverse perspectives using digital age communication and collaboration tools.</li> <li>6. Allow learners to cultivate networks within the global society and their own communities to build on prior knowledge and encourage future learning.</li> </ol>



## STRAND: QUALITY SCHOOLS

School leaders, teachers, parents, caregivers, the community and other individuals working together to service the students is one aspect of a quality school. Other factors such as curriculum, instructions, student supports and data analysis also contribute to a quality school.

Topic	Guidelines
<b>DESIGN COLLABORATIVE ENVIRONMENTS</b> (physical space, virtual space and schedule)	<ol style="list-style-type: none"> <li>1. Provide flexible spaces that promote inquiry, creativity, collaboration and community.</li> <li>2. Provide an engaging learning environment that supports the innovative and ethical use of information and information technologies.</li> <li>3. Organize facilities to enhance and ensure equitable access to information resources and services for all learners.</li> <li>4. Establish a supportive learning environment that builds critical thinking and inquiry skills.</li> <li>5. Provide a virtual space (learning management system (LMS) website, social media) for students to interact with the library and librarian.</li> <li>6. Support flexible scheduling to provide learner and educator access to library staff and resources.</li> </ol>

Topic	Guidelines
<b>EMPOWER STUDENTS AS CREATORS</b>	<ol style="list-style-type: none"> <li>1. Encourage students to become increasingly self-directed as they engage in critical thinking, collaboration and authentic, real-world problem-solving to create products.</li> <li>2. Encourage students to move past consumption and toward creation.</li> <li>3. Teach problem-solving through cycles of design, implementation and reflection.</li> <li>4. Provide opportunities for making and exploration.</li> <li>5. Model persistence through students' inquiry processes.</li> <li>6. Structure activities for learners to collaboratively identify innovative solutions to a challenge or problem.</li> <li>7. Encourage learners to formulate questions about a personal interest or curricular topic as part of an action plan.</li> <li>8. Activate learners' prior and background knowledge as context for constructing new meaning.</li> <li>9. Embed the inquiry process within grade bands and academic disciplines.</li> <li>10. Devise learning activities that require learners to evaluate a variety of perspectives.</li> <li>11. Enable learners to seek knowledge, create new knowledge and make real-world connections for lifelong learning.</li> <li>12. Assist and lead learners and staff in assessing the inquiry-based research process.</li> <li>13. Help learners to scaffold iterative challenge-response processes.</li> <li>14. Provide opportunities for learners to share learning products and reflect on the learning process with others.</li> <li>15. Help learners recognize their potential can be developed, improved and expanded.</li> <li>16. Create an atmosphere in which learners feel empowered and interactions are learner-initiated.</li> <li>17. Challenge learners to reflect and question assumptions and misconceptions.</li> <li>18. Guide learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.</li> <li>19. Challenge learners to work with diverse populations to create a better product.</li> <li>20. Scaffold enactment of learning group roles to enable the development of new intra-group understanding.</li> <li>21. Impart strategies for students creating products in accordance with Creative Commons licensing.</li> </ol>

Topic	Guidelines
<b>FACILITATE PROFESSIONAL LEARNING</b>	<ol style="list-style-type: none"> <li>1. Lead professional learning to cultivate broader understanding of the skills that comprise success in a digital age (critical thinking, information literacy, digital citizenship, technology).</li> <li>2. Lead other educators and learners to embrace a growth-mindset through lifelong learning.</li> <li>3. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision-making and community building and developing the leadership and technology skills of others.</li> <li>4. Provide professional learning opportunities on library and technology topics appropriate to all levels of experience and expertise in multiple formats or venues with diverse presenters and educators.</li> <li>5. Design and lead professional learning opportunities that reinforce the impact of the school library's resources, services and programming on learners' academic experiences and educators' effectiveness.</li> </ol>
<b>LEAD BEYOND THE LIBRARY</b>	<ol style="list-style-type: none"> <li>1. Participate in setting the school district's mission, vision and strategic plan for digital learning.</li> <li>2. Foster a culture of collaboration and innovation to empower teachers and learners.</li> <li>3. Model and promote the use of personal and professional learning networks.</li> <li>4. Encourage families and other members of the community to participate in school library activities.</li> <li>5. Build and advocate strong relationships with stakeholders who recognize and support an effective school library.</li> <li>6. Reinforce the role of the school library and librarian as informational and technological resources to maximize learning.</li> <li>7. Participate in district, building and department or grade-level curriculum development and assessment on a regular basis.</li> <li>8. Participate in state and national organizations.</li> <li>9. Develop a library strategic plan that achieves a dynamic school library program and includes a mission, vision, measurable goals, operational management procedures, instructional strategies and an evaluation component.</li> </ol>

## Acknowledgements

A list of Advisory and Writing Team members will occupy this page after revisions have been completed.